

Greenville Middle Academy

339 Lowndes Avenue
Greenville, South Carolina 29607

Grades 6-8 Middle School

Enrollment 758 Students

Principal Robert L. Palmer, Ed.D. 864-241-3360

Superintendent Dr. Phinnize J. Fisher 864-355-8860

Board Chair Charles J. Saylor 864-268-3128

THE STATE OF SOUTH CAROLINA 2006 ANNUAL SCHOOL REPORT CARD

ABSOLUTE RATING

AVERAGE

Absolute Ratings of Middle Schools with Students like Ours

Excellent	Good	Average	Below Average	Unsatisfactory
0	7	20	0	0

IMPROVEMENT RATING

UNSATISFACTORY

ADEQUATE YEARLY PROGRESS

NO

This school met 21 out of 27 objectives. The objectives included performance and participation of students in various groups.

Definition: As required by the United States Department of Education, Adequate Yearly Progress specifies that the statewide target is met for All Students and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency.

SOUTH CAROLINA PERFORMANCE GOAL

By 2010, South Carolina's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

PERFORMANCE TRENDS OVER 4-YEAR PERIOD

	Absolute Rating	Improvement Rating	Adequate Yearly Progress
2003	Good	Unsatisfactory	No
2004	Good	Below Average	No
2005	Average	Unsatisfactory	No
2006	Average	Unsatisfactory	No

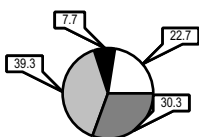
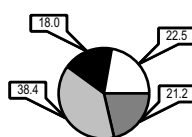
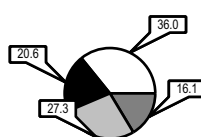
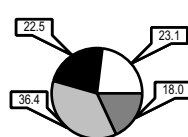
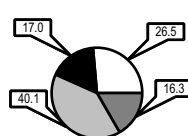
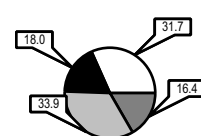
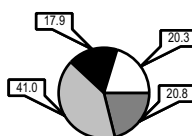
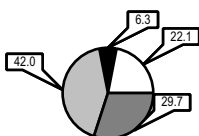
DEFINITIONS OF SCHOOL RATING TERMS

- Excellent – School performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- Good – School performance exceeds the standards for progress toward the 2010 SC Performance Goal
- Average – School performance meets the standards for progress toward the 2010 SC Performance Goal
- Below Average – School is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- Unsatisfactory – School performance fails to meet the standards for progress toward the 2010 SC Performance Goal

PERCENT OF STUDENT PACT RECORDS MATCHED FOR PURPOSES OF COMPUTING IMPROVEMENT RATING

Percent of students tested in 2005–06 whose 2004–05 test scores were located.

95.0%

PALMETTO ACHIEVEMENT CHALLENGE TESTS (PACT)**English/Language Arts****Mathematics****Science****Social Studies****Our School****Middle Schools with Students like Ours****Definition of Critical Terms**

	Advanced	Very high score; very well prepared to work at next grade level; exceeded expectations
	Proficient	Well prepared to work at next grade level; met expectations
	Basic	Met standards; minimally prepared, can go to next grade level
	Below Basic	Did not meet standards; must have an academic assistance plan; the local board policy determines progress to the next grade level

END OF COURSE TESTS

Percent of students scoring 70 or above on:

	Our School	Middle Schools with Students Like Ours
Algebra 1/Math for the Technologies 2	99.2	98.8
English 1	100.0	98.0
Biology 1/Applied Biology 2	N/A	97.7
Physical Science	N/A	83.7
All Subjects	99.4	98.0

Abbreviations for Missing Data

N/A Not Applicable N/AV Not Available N/C Not Collected N/R Not Reported I/S Insufficient Sample

PACT PERFORMANCE BY GROUP

	<i>Enrollment 1st Day of Testing</i>	<i>% Tested</i>	<i>% Below Basic</i>	<i>% Basic</i>	<i>% Proficient</i>	<i>% Advanced</i>	<i>% Proficient and Advanced (adj.)</i>	<i>Performance Objective Met</i>	<i>Participation Objective Met</i>
English/Language Arts – State Performance Objective = 38.2%									
All Students	762	96.9	20.7	39.7	30.7	8.9	49.2	Yes	Yes
Gender									
Male	397	95.7	28.8	38.6	26.2	6.3	42.4	N/A	N/A
Female	365	98.1	12.1	40.9	35.5	11.5	56.4	N/A	N/A
Racial/Ethnic Group									
White	440	99.1	7.7	36.8	43.0	12.5	67.1	Yes	Yes
African American	217	93.1	42.1	45.5	7.9	4.5	18.5	No	Yes
Asian/Pacific Islander	19	94.7	5.9	47.1	47.1	0.0	52.9	I/S	I/S
Hispanic	83	95.2	49.2	41.5	9.2	0.0	16.9	No	Yes
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Disability Status									
Not Disabled	680	99.1	17.3	41.3	32.9	8.5	51.8	N/A	N/A
Disabled	82	78.0	57.9	22.8	7.0	12.3	21.1	No	No
Migrant Status									
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Migrant	762	96.9	20.7	39.7	30.7	8.9	49.2	N/A	N/A
English Proficiency									
Limited English Proficient	59	91.5	67.4	30.2	2.3	0.0	4.7	I/S	Yes
Non-Limited English Proficient	703	97.3	17.5	40.4	32.6	9.5	52.2	N/A	N/A
Socio-Economic Status									
Subsidized meals	284	93.3	44.6	41.6	9.5	4.3	19.9	No	Yes
Full-pay meals	478	99.0	8.3	38.8	41.7	11.2	64.3	N/A	N/A

Mathematics – State Performance Objective = 36.7%									
All Students	762	97.6	20.3	38.7	21.4	19.6	53.6	Yes	Yes
Gender									
Male	397	96.7	21.5	36.7	20.6	21.2	53.6	N/A	N/A
Female	365	98.6	19.1	40.9	22.1	17.9	53.6	N/A	N/A
Racial/Ethnic Group									
White	440	99.3	9.6	34.3	27.3	28.8	69.8	Yes	Yes
African American	217	93.1	41.6	43.8	9.6	5.1	25.3	Yes	Yes
Asian/Pacific Islander	19	100.0	5.9	47.1	35.3	11.8	64.7	I/S	I/S
Hispanic	83	100.0	34.8	50.0	12.1	3.0	25.8	Yes	Yes
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Disability Status									
Not Disabled	680	99.9	17.6	39.9	22.7	19.8	55.9	N/A	N/A
Disabled	82	79.3	50.0	25.9	6.9	17.2	29.3	Yes	No
Migrant Status									
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Migrant	762	97.6	20.3	38.7	21.4	19.6	53.6	N/A	N/A
English Proficiency									
Limited English Proficient	59	100.0	40.9	52.3	6.8	0.0	20.5	I/S	Yes
Non-Limited English Proficient	703	97.4	18.9	37.8	22.4	20.9	55.9	N/A	N/A
Socio-Economic Status									
Subsidized meals	284	95.1	37.8	45.1	11.2	6.0	29.2	Yes	Yes
Full-pay meals	478	99.2	11.2	35.4	26.7	26.7	66.4	N/A	N/A

Abbreviations for Missing Data

N/A Not Applicable **N/AV** Not Available **N/C** Not Collected **N/R** Not Reported **I/S** Insufficient Sample

PACT PERFORMANCE BY GROUP

	<i>Enrollment 1st Day of Testing</i>	<i>% Tested</i>	<i>% Below Basic</i>	<i>% Basic</i>	<i>% Proficient</i>	<i>% Advanced</i>	<i>% Proficient and Advanced</i>
Science							
All Students	762	97.9	35.1	27.0	16.0	21.8	37.9
Gender							
Male	397	97.7	35.8	24.7	14.7	24.7	39.4
Female	365	98.1	34.3	29.5	17.5	18.7	36.1
Racial/Ethnic Group							
White	440	99.3	16.5	28.9	22.9	31.7	54.7
African American	217	96.3	67.4	21.1	4.7	6.8	11.6
Asian/Pacific Islander	19	94.7	23.5	35.3	23.5	17.6	41.2
Hispanic	83	95.2	64.6	29.2	3.1	3.1	6.2
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Disability Status							
Not Disabled	680	99.0	31.5	29.1	17.1	22.3	39.4
Disabled	82	89.0	65.8	9.6	6.8	17.8	24.7
Migrant Status							
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Migrant	762	97.9	35.1	27.0	16.0	21.8	37.9
English Proficiency							
Limited English Proficient	59	91.5	72.1	23.3	4.7	0.0	4.7
Non-Limited English Proficient	703	98.4	32.7	27.3	16.8	23.3	40.1
Socio-Economic Status							
Subsidized meals	284	95.8	61.3	25.5	5.3	7.8	13.2
Full-pay meals	478	99.2	20.9	27.8	21.8	29.4	51.2

Social Studies							
All Students	762	97.9	22.4	36.0	17.9	23.7	41.6
Gender							
Male	397	97.7	24.4	30.3	18.1	27.2	45.3
Female	365	98.1	20.2	42.2	17.8	19.9	37.7
Racial/Ethnic Group							
White	440	99.3	9.8	32.5	23.4	34.4	57.8
African American	217	96.3	44.7	39.5	8.9	6.8	15.8
Asian/Pacific Islander	19	94.7	5.9	41.2	23.5	29.4	52.9
Hispanic	83	95.2	43.1	47.7	7.7	1.5	9.2
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Disability Status							
Not Disabled	680	99.0	18.3	37.8	19.4	24.6	43.9
Disabled	82	89.0	57.5	20.5	5.5	16.4	21.9
Migrant Status							
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Migrant	762	97.9	22.4	36.0	17.9	23.7	41.6
English Proficiency							
Limited English Proficient	59	91.5	58.1	34.9	7.0	0.0	7.0
Non-Limited English Proficient	703	98.4	20.0	36.1	18.6	25.3	43.9
Socio-Economic Status							
Subsidized meals	284	95.8	42.8	40.3	9.9	7.0	16.9
Full-pay meals	478	99.2	11.4	33.6	22.3	32.7	55.0

Abbreviations for Missing Data

N/A Not Applicable **N/AV** Not Available **N/C** Not Collected **N/R** Not Reported **I/S** Insufficient Sample

PACT PERFORMANCE BY GRADE LEVEL

	Grade	Enrollment 1 st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced
English/Language Arts								
2005	3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	6	268	100.0	36.5	24.6	30.7	8.2	38.9
	7	272	99.3	13.4	46.2	35.2	5.3	40.5
	8	279	99.6	18.4	36.8	30.4	14.4	44.8
2006	3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	6	235	98.7	20.9	39.8	30.3	9.0	39.3
	7	269	95.9	24.2	33.5	33.5	8.9	42.4
	8	258	96.1	17.0	46.1	28.3	8.7	37.0
Mathematics								
2005	3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	6	268	99.6	21.0	29.2	28.0	21.8	49.8
	7	272	99.6	23.8	35.9	18.5	21.8	40.3
	8	279	100.0	32.7	38.2	21.5	7.6	29.1
2006	3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	6	235	99.1	13.3	41.2	25.6	19.9	45.5
	7	269	97.4	17.7	30.8	26.2	25.3	51.5
	8	258	96.5	29.4	44.6	12.6	13.4	26.0
Science								
2005	3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	6	267	100.0	41.2	23.5	15.2	20.2	35.4
	7	272	100.0	28.5	37.3	13.7	20.5	34.1
	8	279	100.0	33.9	31.9	19.5	14.7	34.3
2006	3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	6	235	98.7	42.7	22.5	18.3	16.4	34.7
	7	269	97.0	32.4	20.7	17.4	29.5	46.9
	8	258	98.1	31.1	37.4	12.6	18.9	31.5
Social Studies								
2005	3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	6	267	100.0	25.5	30.9	16.9	26.7	43.6
	7	272	100.0	22.9	30.9	19.7	26.5	46.2
	8	279	100.0	23.1	40.2	23.9	12.7	36.7
2006	3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	6	235	98.7	21.6	35.7	17.8	24.9	42.7
	7	269	97.0	29.0	25.3	12.0	33.6	45.6
	8	258	98.1	16.4	47.1	23.9	12.6	36.6

Abbreviations for Missing Data

N/A Not Applicable **N/AV** Not Available **N/C** Not Collected **N/R** Not Reported **I/S** Insufficient Sample

SCHOOL PROFILE

	Our School	Change from Last Year	Middle Schools with Students Like Ours	Median Middle School
Students (n= 758)				
Students enrolled in high school credit courses (grades 7 & 8)	40.0%	Up from 35.9%	26.7%	16.7%
Retention rate	1.2%	Down from 2.6%	1.8%	2.5%
Attendance rate	96.6%	No change	96.4%	96.0%
Students with disabilities other than speech taking PACT (ELA) off grade level	2.4%	Down from 3.1%	2.0%	0.9%
Students with disabilities other than speech taking PACT (Math) off grade level	2.2%	Down from 3.2%	1.9%	1.0%
Eligible for gifted and talented	35.9%	Up from 33.1%	26.8%	15.6%
On academic plans	31.5%	N/AV	30.8%	39.9%
On academic probation	6.5%	N/AV	0.6%	0.7%
With disabilities other than speech	9.5%	Down from 11.0%	9.5%	12.4%
Older than usual for grade	2.1%	Down from 2.3%	2.1%	4.9%
Out-of-school suspensions or expulsions for violent &/or criminal offenses	0.7%	Up from 0.4%	0.8%	0.9%
Annual dropout rate	0.0%	No change	0.0%	0.0%
Teachers (n= 49)				
Teachers with advanced degrees	65.3%	Up from 59.6%	63.3%	52.4%
Continuing contract teachers	N/AV		N/AV	N/AV
Classes not taught by highly qualified teachers	0.0%	N/A	5.8%	9.1%
Teachers with emergency or provisional certificates	2.3%	Down from 9.1%	2.4%	5.6%
Teachers returning from previous year	91.0%	Up from 88.6%	86.9%	84.6%
Teacher attendance rate	94.8%	Up from 94.4%	94.7%	94.8%
Average teacher salary	\$45,082	Up 2.4%	\$43,844	\$42,267
Prof. development days/teacher	10.4 days	Up from 10.0 days	11.6 days	11.9 days
School				
Principal's years at school	6.0	Up from 5.0	2.0	3.0
Student-teacher ratio in core subjects	23.7 to 1	Down from 26.1 to 1	22.3 to 1	21.1 to 1
Prime instructional time	90.3%	Up from 90.0%	89.8%	89.0%
Dollars spent per pupil*	\$5,403	Up 9.3%	\$5,673	\$6,243
Percent of expenditures for teacher salaries*	63.6%	Down from 63.8%	62.4%	59.8%
Percent of expenditures for instruction*	68.8%		68.0%	65.2%
Opportunities in the arts	Excellent	No change	Good	Good
Parents attending conferences	99.0%	No change	97.8%	97.4%
SACS accreditation	Yes	No change	Yes	Yes
Character development	Good	Up from Average	Good	Good

* Prior year audited financial data are reported.

	Our District	State
Classes in low poverty schools not taught by highly qualified teachers	4.7%	6.2%
Classes in high poverty schools not taught by highly qualified teachers	3.9%	10.2%
	State Objective	Met State Objective
Classes not taught by highly qualified teachers in this school	0.0%	Yes
Student attendance in this school	94.0%*	Yes

*or greater than last year

Abbreviations for Missing Data

N/A Not Applicable N/AV Not Available N/C Not Collected N/R Not Reported I/S Insufficient Sample

REPORT OF PRINCIPAL AND SCHOOL IMPROVEMENT COUNCIL

Greenville Middle School Academy of Traditional Studies focuses on reading, writing, and vocabulary development across the curriculum and supports a strong liberal arts interdisciplinary curriculum. We emphasize vocabulary development as part of literature analysis and by close study of Latin and Greek stems. The Library Media Center, which contains over 25,000 items for student checkout and research, supports Greenville Middle students as readers and researchers.

Greenville Middle School's mission is to cooperate with home and community to provide diverse, academically challenging education experiences to prepare emerging adolescents to become self-directed, confident, life-long learners in a changing technological world and productive participants in a democratic society. Greenville Middle Academy monitors progress toward our mission. We examine norm-referenced and criterion referenced tests, catalog school, students, and teacher awards and achievements, conduct pre/post analyses of student, parent, and teacher surveys, collect samples of student and teacher work, and conduct regular classroom observations. Our findings and recommendations for continued growth can be found in the Greenville Middle School Portfolio. Parents and community members are invited to stop by the school and look through the Portfolio, on display in the front office, for specific information on topics from test results to parent and student surveys.

Greenville Middle and its students receive district, state, and national recognition. Our school has been designated a Palmetto's Finest school and an Exemplary Writing school by the state of South Carolina. Students have distinguished themselves in state and district contests. Greenville Middle boasts state winners in Junior Beta Club, Mathematics, Science, Strings, Band, and Writing.

The success of Greenville Middle's academic program is reflected in recent test scores as well. PACT scores show continued progress toward our school goal of moving students out of the below basic category. Our students continue to score above both the district and state averages on the PACT test. Because the dynamics of our population changes yearly, Greenville Middle monitors school and student performance as well as opinion surveys yearly to maintain a mission that reflects the strengths and needs of our students. Greenville Middle continues to offer Greenville County students a desired learning and growing environment.

Robert Palmer, Principal
Steve Poole, SIC Chair

EVALUATIONS BY TEACHERS, STUDENTS, AND PARENTS

	Teachers	Students*	Parents*
Number of surveys returned	50	228	106
Percent satisfied with learning environment	86.0%	80.2%	86.7%
Percent satisfied with social and physical environment	88.0%	83.4%	75.7%
Percent satisfied with school-home relations	93.9%	87.3%	84.3%

*Only students at the highest middle school grade level at this school and their parents were included.